

State Plan Cover Page

**State Name:** Oregon

**Eligible Agency Submitting Plan on Behalf of State:**

Oregon Department of Education

**Person at, or representing, the eligible agency responsible for answering questions on this plan:**

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**Type of State Plan Submission:**

Type: 1-Year Transition

**Special Features of State Plans Submission: (Check all that apply)**

Unified - Secondary and Postsecondary

Title I and Title II (None of Title II funds have been consolidated under Title I)

**I. Planning, Coordination, and Collaboration Prior To Plan Submission - Oregon**

This section is not required for the 2007-2008 Transition Plan.

## Program Design & Administration

### A. Statutory Requirements

**2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—**

General overview of activities to be assisted:

- § Development of the Plans of Study by high schools and colleges through taskforce work.
- § Refinement of the Oregon Skill Sets and integration into the programs of study.
- § Development of sample model programs of study using the Oregon Skill Sets as the central construct.
- § Evaluation of Assessment tools/certifications to measure performance.
- § Communication of work progress regarding Plans of Study and implementation.
- § Development and support of professional development for partners
- § Alignment of the development of Perkins requirements with agency and statewide initiatives, e.g. diploma implementation, credit for proficiency, essential skills, standards and assessments, definitions, acceleration.
- § Participation in USDOE task groups relating to Program Design elements.

**(a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—**

- Each eligible school must have at least one approved Program of Study to be eligible for Perkins funds.
- Over a five year period, each CTE approved program will meet the new Program of Study criteria.

i. **Incorporate secondary and postsecondary elements.**

- § Central to Oregon's Programs of Study will be the Oregon Knowledge and Skill Sets aligned with Oregon's Academic Content Standards at the secondary level; at the community college level, industry skill levels and General Education requirements.
- § Example models include nonduplicative instruction from the high school to community college and university and may include dual credit and course to course articulation.

ii. **Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, nonduplicative progression of**

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**courses that align secondary and education with postsecondary education to adequately prepare students to succeed in postsecondary education.**

§ High school plans of study and college “Pathway roadmaps” will guide students and teachers to employment, education options.

§ High skill, high wage or high demand occupations will be key criteria for approval.

**iii. May include the opportunity for secondary education students to participate in dual credit or concurrent enrollment programs or others ways to acquire postsecondary education credits, and**

§ Consideration of the requirement of articulation and dual credit as a part of Programs of study.

**iii. Lead to an industry recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.**

§ Acquisition of diplomas, certificates, degrees and industry credentials will be documented through the existing data collection systems.

**(b) How you, in consultation with eligible recipients, will develop and implement the career and technical program of study described in (a) above;**

Initial recommendations of criteria for the Programs of Study were developed with the Professional Technical Perkins Network; both secondary and postsecondary participants were included. Additional reviews are required.

- Program design/development taskforces composed of a broad group of partners will be convened; meetings will be conducted spring and summer 07 to further define the elements and criteria of the Programs of Study; we will identify how business and industry can continue to partner in education.
- Example Programs of Study (elements, criteria) will be shared through Network meetings, professional development and the ODE and regional web resources.

**(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;**

- Criteria for articulation agreements and sample articulation agreements will be provided.
- Programs of study are expected to provide alignment of knowledge and skills identified in the Oregon Skill Sets, with the outcomes defined by the industry focused community college and university programs.

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- The potential for a Block Transfer of the elements of the Program of Study will be examined.
- Consideration of the use of the Oregon Transfer Module in the Program of Study; this could provide greater alignment and articulation opportunities.

**(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;**

A variety of partners will be asked to assist in sharing the information and opportunities that emerge from the Programs of Study:

- ODE & regional, high school, community college web, brochure and catalog publication
- Guidance Counselors
- State Board of Education
- OWIB, Regional Workforce Boards
- Oregon Employment Dept
- Pathways to Advancement website
- OACTE Conference
- Professional teacher orgs.
- Vocational Rehabilitation
- Workforce Partners
- State School Superintendents
- Oregon Career Information System
- Oregon Network (single parents, displaced homemakers & single pregnant women)

**(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve and expand access to appropriate technology in career and technical education programs.**

- ED Tech program and partners of ODE will coordinate resources.
- Technology partners and advisory group members will be included in the taskforces.
- Program approval criteria will include technology.

**(f) The criteria that you will use to approve eligible recipients for funds under the Act including criteria to assess the extent to which the local plan will:**

**i. Promote continuous improvement in academic achievement;**

§ Existing program approval criteria at both the secondary and community college level will be used during the transition year.

§ Consider program approval modifications to more closely align high schools and community college program approval in the

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next refinements.

- § Semi-annual report, including data review will be required.
- § Professional development will be encouraged and provided.
- § Sample methodologies and best practices for evaluation will be reviewed and shared.
- § Outstanding/exemplar programs will be recognized.

### **ii. Promote continuous improvement of technical skill attainment; and**

- § Updates in workforce requirements will be provided.
- § Skill sets will be updated and refined.
- § Tools for assessment will be reviewed.
- § Technical skill attainment will be promoted and attained through the Oregon's Extended Application and Student leadership activities/competition.

### **iii. Identify and address current or emerging occupational opportunities.**

- § Oregon Employment Dept. (state and region) will assist in identify emerging occupations
- § Local advisory committees and business partners will assist in determining local and regional trends and opportunities
- § Professional development for teachers and the PTE Network and teacher associations.

### **(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;**

- § Ensure representation of Special Populations on the taskforce.
- § Coordination with the Oregon Workforce Investment Board (OWIB) Statewide Youth Council.
- § Inclusion of CTE teachers in statewide professional development which is designed to serve the needs of all students
- § Technical support for teacher associations as requested (for special education guidance)
- § Identify and recommend strategies to overcome barriers to access resources for Special Ed and Special Populations students
- § Highlight Oregon Administrative Rule #581-015-037 (See Special Populations Section); include in local planning requirements
- § Develop recommendations and Credit for Proficiency strategies for CTE students in alignment with the Oregon State Board of Education requirements
- § Recommend methods to incorporate the Oregon Education Plan and Profile diploma requirement into the Program of Study model
- § Recommend methods to incorporate Career-related Learning Standards and Experiences diploma requirement into the Program of Study model

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**(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high skill, high wage or high demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;**

§ As a criteria for approval and Department of Education recognition, Programs of Study, funded with Perkins resources, will target high skill, high wage and or high demand current or emerging occupations

§ Development of model secondary/post secondary programs of study that provide clear pathways to high skill, high wage, high demand careers

§ Refinement of the Oregon Skill Sets for use as CTE instructional standards and as a guide for skill attainment leading to high skill, high wage, high demand careers

§ Academic instruction will be provided and CTE concentrators will be measured in core academic classes

§ Research and training on how academic instruction can be integrated with CTE and embedded in CTE Programs of Study model e.g. Math/Science Partnership program, Math-in-CTE model

§ All students will be guided toward careers investigation through the development of their personal Education Plan and Profile

§ Opportunities for applied technical skill experiences will be encouraged through Oregon's Extended Application, Student Leadership opportunities (CTSOs) internships, career-related learning experiences, etc.

§ Women in Trades Fair opportunities will be available for students, teachers and counselors

**(i) How funds will be used to improve or develop new career and technical education courses—**

**i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;**

**ii. At the postsecondary level that are relevant and challenging; and**

**iii. That leads to employment in the high skill, high wage, or high demand occupations.**

§ Dedicated funds to support course/programs for new emerging career opportunities will be identified.

§ CTE teacher collaboration in partnerships e.g. Math/Science will be integrated instruction partnership will be supported.

§ Dedicated funding support for instruction in new, integrated courses, for preservice teachers or alternatively licensed CTE teachers will be encouraged.

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§ Technical assistance for curriculum developers and workforce trainers in aligning instruction to industry standards will be provided.

§ Communication and coordination with guidance counselors and support services will be integral to the development and implementation of the Plans of Study.

§ The Career Cluster Plans of Study, College Pathway Roadmaps and Oregon's Education Plan and Profile will be incorporated into the Program of Study elements/criteria.

§ Oregon's credit for proficiency and diploma requirements will be incorporated into the elements/criteria for the Plans of Study.

§ CTE Plans of Study instruction will be aligned with industry standards.

§ Advisory committees composed of industry representatives will help identify program knowledge, skills, experiences and outcomes.

§ Certifications resulting from instruction in Career and Technical Education/Workforce will be identified in college Pathways roadmaps.

**(j) How you will facilitate and coordinate communications on best practices among successful recipients of Tech Prep program grants under Title II and other eligible recipients to improve program quality and student achievement;**

Partner organizations and their resources will be used to assist in communication e.g.

§ Oregon Association of Career and Technical Educators

§ Regional CTE Network meetings

§ Newsletters- CTE Bulletin Board

§ ODE website

§ League of Innovation

§ Coordinated professional development

§ Statewide Pathways Initiative

**(k) How funds will be used to effectively link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and technical achievement; and**

§ See Financial Requirements section

§ Oregon's required Program of Study will be aligned and linked between secondary and postsecondary programs.

§ Professional development/technical assistance relating to the interpretation and use of program data will be provided.

**(l) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]**

Qualitative analysis indicators will be identified, e.g.

§ Alignment of skill sets with standards

§ Incorporation of CTE in meeting diploma



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- § Identification of Promising Practices by regional coordinators, teacher and professional organizations
- § Identification of technical/academic content in sample curricula
- § The frequency of teacher preparation courses offered in an integrated format- (Agriculture & Science)
- § CTE teacher acquisition of Science, English or Math credential
- § Professional development coordinated between disciplines

### A. Statutory Requirements

**8. You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance [Sec. 122(c)(15)]**

§ CTE and Perkins-related technical assistance will take two forms—(1) for those eligible recipients that require program improvement for not meeting the core indicators of performance, and (2) professional development needed for full implementation of programs of study.

ü The Oregon Department of Education (ODE) will continue its “extension agent” model and sustain the long-standing CTE Network comprised of Regional CTE Coordinators, community college CTE Deans and Consortium Tech Prep Coordinators for outreach and delivery of local technical assistance.

ü There will be close collaboration between the delivery of technical assistance and Oregon’s CTE professional development strategies through the identification of specific needs for the continuous CTE improvement.

ü ODE will maintain its active engagement with the Oregon Association of Career and Technical Education by co-sponsoring the annual professional development conference, conducting breakout sessions at the conference and assisting with the facilitation of regional conferences.

### B. Other Department Requirements

**1. You must submit a copy of your local application or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**

- See attachments

**2. You must provide a description of your State’s governance structure for career and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.**

- The Oregon Department of Education (ODE), by authority of the State Board of Education, serves as the Perkins eligible agency for Oregon.
- ODE provides administration for secondary and postsecondary CTE programs

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and Perkins grant management. Secondary CTE administration is conducted as part of the state's PK-12 services provided by ODE. Postsecondary CTE administration is conducted through an inter-agency agreement between ODE and the Oregon Department of Community College & Workforce Development.

- The ODE Office of Educational Improvement & Innovation is assigned CTE and Perkins grant administration responsibilities for both secondary and postsecondary programs.
- ODE's Assistant Superintendent for the Office of Educational Improvement & Innovation serves as Oregon's State Director for CTE.
- Daily operational supervision for CTE administration and Perkins grant management is assigned to the Director of Secondary-Postsecondary Transitions.
- The CTE unit within the Office of Educational Improvement and Innovation provide grant services to 59 eligible recipients. Some eligible recipients are fiscal agents for both a Perkins Basic Grant and a Perkins Tech Prep Grant. See attachment for an Eligible Recipient Award Summary.

### III. Provision of Services For Special Populations - Oregon

#### A. Statutory Requirements

*1. You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—*

*--Individuals with disabilities,*

*--Individuals from economically disadvantaged families, including foster children,*

*--individuals preparing for nontraditional fields,*

*--single parents, including single pregnant women,*

*--displaced homemakers,*

*--individuals with limited English proficiency*

*(a) Will be provided with equal access to activities assisted under the Act*

§ The **Local Perkins Planning Guide for Oregon** requires the eligible secondary and post-secondary sub-recipients to:

ü “Review CTE programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations”, and

ü “Describe how funds will be used to promote preparation for fields which are nontraditional by gender”, in order to receive funding.

§ School District , Consortium and Community College administrators must sign off on assurances guaranteeing access by members of special populations to CTE programs.

§ **Oregon Administrative Rule #581-015-0035** requires that school districts operating or initiating special education programs shall have their programs approved by the State Superintendent of Public Instruction in order to qualify such programs for state reimbursement.

As part of this process districts shall subscribe to the following:

ü Special education instructional programs in the district shall include a continuum of services to meet the individual special education needs of all resident children with disabilities.

ü Special education shall be established and conducted as an integral part of the district's regular school program;

ü Children who require special education have the same rights and privileges provided to other children.

- **Oregon Administrative Rule #581-015-0037** requires that school districts shall identify, locate and evaluate all resident children who may have a disability and who may need special education services including highly mobile children with disabilities (such as migrant and homeless children).

*(b) Will not be discriminated against on the basis of their status as members of special populations; and*

- The **Oregon Targeting Plan** , developed for the U.S. Department of Education

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- Office for Civil Rights, identifies those school districts and community colleges with disparate enrollment in CTE programs by students with disabilities, minority students, ELL students and students by gender. Identified sites are scheduled for onsite civil rights reviews.

- The **Local Perkins Planning Guide for Oregon** requires the eligible secondary and post-secondary sub-recipients to:
  - ü “Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations”, in order to receive funding.
- **Oregon Perkins Nontraditional Occupation secondary & post-secondary grant funds** aim at increasing numbers of students in programs leading to careers that are nontraditional by gender.
- A member of the ODE Perkins Work Group will serve on the **Oregon Workforce Investment Board, “Statewide Youth Council”** subcommittee and can initiate discussions & strategies with foster care providers & regulating agencies.
- **Oregon 's Comprehensive Guidance & Counseling (CGC) Framework** (upon which statewide CGC program implementation is based) includes a unique content component of "Student Advocacy" to ensure educational equity/social justice for each and every student.

While Student Advocacy/Educational Equity/Social Justice is implied in national school counseling models, Oregon took this long accepted model one step further and acknowledged that disparities in student academic success exist when student outcome data are disaggregated by sex, race, English language proficiency, individuals with disabilities or most other factors than can separate individual or groups of students.

Thus, Oregon's CGC programs are designed to use disaggregated student outcome data to improve CGC programs that create systemic change to ensure that all students are equitably served.

***(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]***

§ The **Local Perkins Planning Guide for Oregon** requires the eligible sub-recipients to:

- ü “Provide programs that are designed to enable the special populations to meet the levels of performance,” and
- ü “Provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency” in order to receive funding.

§ Through an **agreement with the Department of Community Colleges**

### III. Provision of Services For Special Populations - Oregon

**and Workforce Development**, an ODE staff member serves as liaison to the Oregon Network of programs providing services to single parents, displaced homemakers & single pregnant women, bringing them together twice annually for professional development & best practices workshops.

§ **Oregon Perkins Nontraditional Occupation secondary and post-secondary grant funds** also aim at increasing academic and skill attainment rates for students in programs leading to careers that are nontraditional by gender.

§ Oregon is working to implement **Comprehensive Guidance & Counseling (CGC) Programs** to address each and every student's academic, career, personal/social development and community involvement. These programs are designed to enable each student to succeed in school and beyond high school into continuing education and employment.

§ ODE has actively trained staff in districts working to fully implement a **CGC program** to use student outcome data to improve their educational programs and/or create systemic change to ensure that "each and every" student is assisted with his/her academic, career, personal/social development and community involvement. ODE specifically provided training to districts on "School Counselor Accountability: A MEASURE of Student Success" to teach district leaders how to examine their student outcome data and provide remedies to eliminate disparities through systemic changes that describe what administrators, academic and CTE teachers, counselors, parents, students and other appropriate stakeholders do to better serve students identified as needing assistance in the educational system.

The difference between what Oregon is doing with CGC programs and most other states, is that Oregon is striving to create whole educational systems where all adults in the school/district work together to create an educational program that addresses and serves each and every student. Rather than designing only "counseling programs," Oregon's CGC programs are whole educational programs where administrators, academic and CTE teachers, counselors and other key stakeholders use their best knowledge and skills together to create an educational system that personalizes education toward the success of each and every student.

§ **IDEA 2004**— The purpose of IDEA 2004 is to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for **further education, employment, and independent living.**

§ **Oregon Administrative Rule #581-015-0068** requires that each student eligible for special education shall have an individualized education program (IEP). Beginning at age 16, the IEP must include a statement of the needed transition services for the student, and if appropriate, a statement of the interagency responsibilities or any needed linkages.

"Transition services" means a coordinated set of activities for a student with a

### III. Provision of Services For Special Populations - Oregon

disability that:

- ü Is designed within an outcome-oriented process, that promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- ü Is based on the individual student's needs, taking into account the student's preferences and interests; and
- ü Includes: a) Instruction; b) Related services; c) Community experiences; d) The development of employment and other post school adult living objectives; and e) If appropriate, acquisition of daily living skills and functional vocational evaluation.

§ The Oregon Department of Education (ODE) and the Transition Advisory Committee (TAC) of the State Advisory Council for Special Education (SACSE) have convened a **Special Education High School Diploma Task Force**. The purpose of this task force is to determine the potential impact for students with disabilities resulting from the changes to the Oregon diploma requirements.

§ **Post School Outcome Data Collection** —Indicator #14 of the Oregon Special Education State Performance Plan requires that school districts must collect, and Oregon Department of Education (ODE) must report to the Federal Office of Special Education Programs, the percentage of all students with disabilities who are no longer in high school (this includes students with disabilities who drop out, graduate, and age out) and who are competitively employed [\[1\]](#) or attending post-secondary school [\[2\]](#). ODE is using a combination of census and stratified sampling to collect post school outcome data.

§ **The Cooperative (Inter-Agency) Agreement between the Oregon Department of Human Services and the Oregon Department of Education (ODE)** notes: “The purpose of this cooperative agreement is to set forth the commitments of the ODE and Oregon Vocational Rehabilitation Services (OVRs) to cooperate in activities leading to a successful transition for students with disabilities from a free and appropriate public education to engagement in appropriate post-secondary career-related training and employment activities.

§ **The Elementary & Secondary Education Act of 2001 (No Child Left Behind)** SEC. 1001 The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by:

(1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;

### III. Provision of Services For Special Populations - Oregon

(2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;

(3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers;

(4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students ... while providing alternatives to students in such schools to enable the students to receive a high-quality education;

(6) improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;

#### **§ The Elementary & Secondary Education Act of 2001 ( *No Child Left Behind* ) Title III -- SEC. 3102. PURPOSES** The purposes of this part are —

(1) to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet;

(2) to assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet, consistent with section 1111(b)(1);

(3) to develop high-quality language instruction educational programs designed to assist State educational agencies, local educational agencies, and schools in teaching limited English proficient children and serving immigrant children and youth;

(4) to assist State educational agencies and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all-English instruction settings;

(5) to assist State educational agencies, local educational agencies, and schools to build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for limited English proficient children; and youth, develop proficiency in English, while meeting challenging State academic content and student academic achievement standards;

(8) to hold State educational agencies, local educational agencies, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by requiring —

(A) demonstrated improvements in the English proficiency of limited English

### III. Provision of Services For Special Populations - Oregon

proficient children each fiscal year; and

(B) adequate yearly progress for limited English proficient children, including immigrant children and youth, as described in section 1111(b)(2)(B); ...

to enable each

each student to succeed in school and beyond high school into continuing education and employment.

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1 Competitive employment \_\_\_\_\_ is work in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting, and for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled. \_\_\_\_\_

2 Postsecondary education \_\_\_\_\_ is defined as course work at any college, university, community college, trade school, distance learning, or vocational training school. \_\_\_\_\_



### A. Statutory Requirements

1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]

- Oregon's eligible agency—Oregon Department of Education—will establish a stakeholder taskforce specific to Perkins accountability and evaluation that will guide adoption of measurement definitions and approaches.
- Consultation and input will be solicited from the community college Institutional Researchers.
- Consultation and input will be solicited from Oregon's Regional CTE Network.

2. You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]

- Secondary and postsecondary eligible recipients will be invited to participate on the Accountability & Evaluation Taskforce.
- Secondary and postsecondary eligible recipients will be represented by routinely engaged members of Institutional Researchers and the Regional CTE Network.
- Representatives from community college Institutional Researchers and the Regional CTE Network will be participants of the Accountability & Evaluation Taskforce for establishing State adjusted levels of performance for the core indicators.
- Consideration of current performance data will be a baseline for establishing State adjusted levels of performance for the core indicators.

3. You must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

- Transition plan required performance measures for secondary academic indicators of **reading (1S1), mathematics (1S2), writing (1S3)** [as an Oregon additional measure] and the secondary **graduation (4S1)** indicator are already identified as valid and reliable because of alignment with Oregon's ESEA performance levels.
- Measurement approaches will be based on a secondary **concentrator** definition.

#### IV. Accountability and Evaluation - Oregon

4. You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]

- Secondary academic and graduation performance levels and approaches will use Oregon's ESEA statewide assessment data to measure CTE concentrator performance.
- Postsecondary performance will be established in collaboration Oregon community college performance outcomes established by the Oregon Department of Community College & Workforce Development and Northwest accreditation evaluation frameworks.
- To the degree possible, Perkins accountability will collaborate with the Oregon's statewide career pathway evaluation framework.

5. On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]

- FAUPL is attached in the Appendix.

6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i)(II); sec. 122(c)(10)(B)]

- State adjusted levels of performance will be developed in consultation with Regional CTE Network and Institutional Researchers.
- State adjusted levels of performance will be reviewed by eligible recipients along with analysis of trend performance data.
- Eligible recipients may submit local adjusted levels of performance for Oregon Department of Education consideration if local data analysis indicates the need for a growth model that will require extended time to meet the State adjusted levels of performance.
- Negotiations with eligible recipient administrators will occur to set local adjusted levels of performance.

7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

#### IV. Accountability and Evaluation - Oregon

- Oregon will use the transition year to develop criteria.
- Criteria could include:

1. Analysis of trend performance data
2. Strength of local improvement plan that leads to attaining State adjusted levels of performance

8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

- Description existing reporting system data sets which include:

1. Secondary CTE student and course enrollment data from the Oregon Department of Education (ODE) Consolidated Student Collection.
2. Secondary records match with ODE statewide assessment data and consolidated student reports.
3. Postsecondary CTE student and course enrollment data from the Oregon Community College Unified Record System (OCCURS).
4. Secondary records match with postsecondary student data.
5. Secondary and postsecondary records match with the Oregon Employment Department records and FEDES data.
6. ODE Consolidated Student Collection and OCCURS have the capability to disaggregate student data for each of the sub-group populations required by Perkins.

- Synthesis of Perkins annual reports including local analysis of student performance data.
- Web-based instructions, technical guides, and regular professional development are provided to ensure submission of complete, accurate and reliable data along with signed LEA assurances.

9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

- Processes used to reach agreement with a consortia eligible recipient will be the same as with an individual LEA eligible recipient

10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure non-duplication. [Sec. 122(c)(8)]

- Local eligible recipients will access their local levels of performance on the CTE student performance data website. Local performance data is compiled using resident systems already in place such as ODE statewide assessment and student reporting for ESEA and community college

#### IV. Accountability and Evaluation - Oregon

OCCURS. Website data includes performance charts that are used to compare CTE student performance with other Federal programs. Secondary academic and graduation data is shared data with ESEA performance data. Postsecondary student performance data is extracted from the single community college student reporting system.

- ODE conducts a synthesis of eligible recipient Perkins annual reports which includes a local analysis of student performance data

#### B. Other Department Requirements

1. Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:

- (a) The student definitions that you will use for the secondary core indicators of performance and the postsecondary core indicators of performance;
  - See student definitions as part of the FAUPL in the attached appendix
    - (b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which your State must use your State's standards, assessment, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs (Annual Measurement Objectives) and targets under the ESEA, you will not need to submit baseline data; and
  - Oregon will use 2007-2008 AYP target for the required transition performance measures of secondary reading, mathematics and, for Oregon, writing. Secondary graduation will be calculated for CTE graduates using Oregon's AYP measurement approach.
    - (c) Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.
  - Oregon has requested OVAE to pre-populate the forms in Part C with Oregon's AMOs for 2007-2008 and 2008-2009 program years
2. You must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments and the State's plan for increasing the coverage of programs and students reported in future program years.
- Prior to Perkins IV, Oregon has used Grade Point Average (GPA) as the measure for technical skill attainment. Oregon has not monitored eligible

#### IV. Accountability and Evaluation - Oregon

recipients on the use of technical skill assessments. We know anecdotally of CTE student technical skill attainment being measured by industry-recognized assessments such as NATEF for automotive, ProStart for culinary, CNA for health and NOCTI assessments in 17 career areas.

- Oregon estimates less than 10% of CTE concentrator technical skill attainment is being measure by technical skill assessments.
- Oregon is conducting a regional technical skill assessment pilot during 2006-2007 as “proof of concept” for the use of a standardized assessment protocol to measure technical skill attainment.
- Oregon will use the transition year to develop a standardized state-endorsed, locally implemented technical assessment framework for 2008-2009 implementation.
- The technical skill assessment framework implementation will include a timeline for bringing technical skill assessments to scale in all approved CTE cluster areas by 2012-2013.

## V. Tech Prep Programs - Oregon

### A. Statutory Requirements

1. You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]

- Oregon will fund 18 regional consortia to sustain Tech Prep activities
- Oregon will use a formula distribution for Tech Prep.
- The Perkins IV Tech Prep formula distribution will transition over 3 years from the current Tech Prep formula based on CTE participation to the desired formula based on Tech Prep unduplicated headcount.

1. Year 1: Base of \$15,000 for each consortium; 75% based on CTE secondary & postsecondary student participation in the consortium; 25% based on unduplicated Tech Prep student headcount in the consortium.
2. Year 2: Base of \$15,000 for each consortium; 25% based on CTE secondary & postsecondary student participation in the consortium; 75% based on unduplicated Tech Prep student headcount in the consortium.
3. Year 3 and beyond: Base of \$15,000 for each consortium; 100% based on unduplicated Tech Prep student headcount in the consortium.

- Consolidated local transition plan will include both Basic and Tech Prep formula grants.

### B. Other Department Requirements

1. You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

- Copy of 2007-2008 Perkins IV Local Plan Guide attached in Appendix
- Copy of 2007-2008 Tech Prep Preliminary Allocations attached in Appendix

### A. Statutory Requirements

1. You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]

- Oregon will allocate funds made under section 111 as prescribed by the allotments in section 112.
- Oregon will utilize the Reserve fund at 5% for the first year and 10% for the remainder of the Act authorization.
- Of the allotment allocated to eligible recipients, 50% will be allocated to secondary recipients and 50% will be allocated to postsecondary recipients.

1. The 50%/50% split is based on the number of student participating in CTE
2. The split has historically encouraged and sustained secondary-postsecondary partnership in Oregon's 18 CTE regions.

- Oregon will not be allocating funds specifically for adult programs beyond what is allocated to postsecondary CTE programs.
- Oregon will maintain Basic grant allotments separate from Tech Prep grant allotments.

2. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g); Sec. 202(c)]

- A 2007-2008 preliminary Secondary Basic Grant allocation spreadsheet is attached in the appendix.
- Secondary grant awards will be issued to the designated fiscal agent for eligible recipients—a local school district, an education service district as fiscal agent for a consortium, or a community college as a fiscal agent for a consortium. Grant awards will be issued to eligible secondary recipients either as an individual grantee (N = 31) or as a fiscal agent for a consortium (N = 15).
- Allocations are awarded by the Oregon Department of Education through official grant award notifications as authorized by the State Board of Education.

3. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]

- A 2007-2008 preliminary Postsecondary Basic Grant allocation spreadsheet is attached in the appendix.

## VI. Financial Requirements - Oregon

- Grant awards will be issued to eligible postsecondary recipients either as an individual grantee or as fiscal agent for a consortium. Ten of Oregon's 17 eligible postsecondary recipients receive their Basic Grant allocation award directly. The remaining 7 eligible postsecondary recipients choose to participate as a member of a regional consortium.
  - Allocations are awarded by the Oregon Department of Education through official grant award notifications as authorized by the State Board of Education.
4. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]
- Funds to a consortium will be allocated using the same formula distribution as an individual school district or community college. In the case of a consortium with both secondary recipients and postsecondary recipients, the individual secondary and postsecondary formula calculations will be combined for the consortia grant award.
  - Funds allocated within the consortia will be described and approved based on the submission of the consortia's annual program plan, budget narrative and spending workbook.
  - Allocation of funds within the consortia will be based on the planning processes used by the members of the consortia and facilitated by the designated consortia coordinator and fiscal agent.
5. You must describe how your agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]
- Oregon has only one consortia formed specifically for postsecondary institutions.
  - Funds to the postsecondary consortium will be allocated using the same postsecondary formula distribution.
  - Allocation of funds within the consortia will be based on the planning processes used by the members of the consortia and facilitated by the designated consortia coordinator and fiscal agent.
6. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]
- Data used to make allocations is reviewed and updated annually through the annual CTE program data collection systems used by the secondary and postsecondary sectors
  - Oregon's Annual CTE Program Review cycle is used to maintain an accurate database of eligible recipients and any changes to school district boundaries, charter schools. Oregon has no secondary schools funded by the Bureau of Indian Affairs.



## VI. Financial Requirements - Oregon

7. You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

- No alternative allocation formulas are being considered at this time.

### **B. Other Department Requirements**

1. You must submit a detailed project budget, using the forms provided in Part B of this guide.

- Part B budget forms are in the attached appendix.

2. You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

- A 2007-2008 preliminary Basic and Tech Prep Grant allocation summary is in the attached appendix.

3. You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

- Oregon will allocate funds by using the secondary and postsecondary formulas as described in section 131(a) and 132(a) of the Act.

4. You must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

- Oregon has not made its final determination at this time.

5. You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

- Oregon has not made its final determination at this time.

6. You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

- Eligible recipients in rural and sparsely populated areas will participate in consortia for access to funding

## VII. Edgar Certifications and Other Assurances - Oregon

Signed EDGAR Certifications and Other Assurances will be sent to the appropriate contact address.

Oregon is not submitting **SF LLL Form - Disclosure of Lobbying Activities** as  
Oregon does not engage in payment or agreements to make payment to any  
lobbying entity for influencing or attempting to influence an officer or employee  
of any agency, a Member of Congress, an officer or employee of Congress, or an  
employee of a Member of Congress in connection with a covered Federal action.

## Part B: Budget Forms - Oregon

### **Title I: Career and Technical Education Assistance to States (Complete)**

A. Total Title I Allocation to the State	\$1,291,669.00	
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$0.00	
C. Total Amount of Combined Title I & Title II Funds to be distributed under section 112 (Line A + Line B)	\$14,387,572.00	
D. Local Formula Distribution (not less than 85%)	\$12,229,436.00	85.00%
1. Reserve (not more than 10% of Line D)	\$611,472.00	5.00%
a. Secondary Programs	\$305,736.00	50.00%
b. Postsecondary Programs	\$305,736.00	50.00%
2. Available for Formula allocations (Line D minus Line D.1)	\$11,617,964.00	95.00%
a. Secondary Programs	\$5,808,982.00	50.00%
b. Postsecondary Programs	\$5,808,982.00	50.00%
E. State Leadership (not more than 10%)	\$1,438,757.00	10.00%
1. Nontraditional Training and Employment	\$60,000.00	
2. Corrections of Institutions	\$143,875.00	
F. State Administration (not more than 5%)	\$719,379.00	5.00%
G. State Match (from non-federal funds)	\$719,379.00	

### **Title II: Tech Prep Programs (Complete)**

A. Total Title II Allocation to the State	\$1,291,669.00	
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$0.00	
C. Amount of Title II Funds to Be Made Available For Tech Prep (Line A less Line B)	\$1,291,669.00	
D. Tech Prep Funds Earmarked for Consortia	\$1,227,086.00	
1. Percent for Consortia	95.00%	
2. Number of Consortia	18	
3. Method of Distribution	Formula	
E. Tech Prep Administration	\$64,583.00	5.00%

## **Student Definitions**

### **A. Secondary Levels**

#### Participants

A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

#### Concentrators

A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

### **B. Postsecondary/Adult Level**

#### Participants

A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

#### Concentrators

A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.